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| **SRCCAP004A** | **SUPPORT DELIVERY OF A GROUP ACTIVITY** |
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| CAP | Community activity programs |

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| **DESCRIPTION: This unit has been developed for the Community Recreation Industry Training Package and covers the skills required to support the delivery of a group activity.** |

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| **ELEMENT** | **PERFORMANCE CRITERIA** |
| **1  Select *group activity*** | 1. Discuss with instructor selection of group activityappropriate to level of skill and experience 2. ***Dress appropriately*** for ***group activity*** |
| **2  Participate in *group activity*** | 1. Follow ***pre–activity*** ***instructions*** 2. Participate in ***group activity*** 3. Followinstructionsduring ***group activity*** in a ***timely, safe and accurate manner*** 4. Perform demonstration of activityat appropriate ***skill level*** 5. Performdemonstration of activity at appropriate ***intensity*** 6. Monitor own ***performance*** during activity 7. Adjust and correct participant ***technical errors*** as instructed 8. ***Respond appropriately*** to instructor ***feedback*** |
| **3 Review performance** | * 1. Review own ***performance***   2. Review choice of ***group activity***   3. ***Review performance with instructor as appropriate*** |

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| **Range Statements**  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency: | | |
| **RANGE STATEMENT** | **CATEGORIES** | |
| Dress appropriately | [all categories]   * neat and tidy * clean * appropriate to the activity * appropriate to class requirements * appropriate and safe footwear * clothing appropriate to environment, eg, hats for outdoor activity | |
| **Feedback** | [all categories]   * verbally provided by instructor before class/session in relation to previous classes/sessions attended * verbally provided by instructor during class/session in relation to current class/session * respond to physical instructions, eg, demonstration of exercises, arm gestures to indicate direction of movement | |
| Group activity | [all categories]   * games aimed at increasing activity levels * may involve individualised or group activity * an activity plan is implemented in consultation with supervisor including   + preparation, conditioning, recovery and adaptation phases appropriate to personal goals and fitness if appropriate   + specific activities   + intensity   + equipment details   + frequency   + target age–group   + target fitness level * programs may developed and implemented in a community indoor/outdoor environment   + local parks and recreational area   + local council buildings, eg, clubs   + fitness centres | |
| **Intensity** | [all categories]   * exercise intensity can be realistically achieved by participant * exercise intensity is challenging but achievable * heart rate response * perceived rate of exertion * may be classified as   + low intensity   + intermediate intensity   + high intensity | |
| **Performance** | [all categories]   * technique and form * timing * effort level * concentration level * energy levels * onset and management of fatigue * motivation and enthusiasm | |
| Pre–activity instructions | [all categories]   * group level outline * appropriate and safe footwear and clothing * pain/discomfort * rests * correct techniques * sessions per week * correct breathing | |
| Respond appropriately | [all categories]   * alter technical errors immediately * adheres to instructions within own capability level * timing | |
| **Review performance with instructor as appropriate** | [all categories]   * discuss performance with instructor * address any confusion or problems with exercise execution * during class if possible or immediately after class/session | |
| Skill level | [all categories]   * group exercise chosen based on current ability, yet is challenging and motivating to participant * group exercise level chosen can be realistically achieved by participant * performance of activity is adjusted to ability as per the suggestions of instructor, eg, instructor may provide alternatives to exercises for beginners to advanced participants * group exercise may be structured as   + beginner   + intermediate   + advanced   + low impact   + high impact | |

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| **Technical errors** | [all categories]   * common technical errors may include   + hyper–extended spine   + knees over feet   + lever length   + rounded shoulders   + locked knees and/or hips |
| **Timely, safe and accurate manner** | [all categories]   * timely   + perform exercises in time with instructor * safe   + awareness of obstacles   + awareness of room/venue structure, eg, poles   + awareness of other participants   + perform exercises using correct technique   + hygiene * accurate   + without technical error   + perform activities as per the instructions and any alternatives provided by instructor |

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| **Evidence Guide**  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements. |

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| **Critical aspects of evidence to be considered** | * Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to   + select group activity that is suitable for level of skill and experience   + demonstrate activity that is suitable for level of skill and experience in an enthusiastic and motivated manner   + follow instructions provided by instructor before, during and after group activity   + demonstrate awareness and respect for participants in activity in terms of safety   + demonstrate awareness to use equipment as instructed |
| **Interdependent assessment of units** | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + Nil * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + SRCCAP001A Apply basic exercise science to a community activity program   + SRCCAP002A Promote the benefits of healthy eating to participants   + SRCCAP003A Demonstrate basis of body functioning to an activity group   + SRCCAP005A Perform warm–up stretching and cool–down techniques before and after participation in an activity |
| **Required knowledge and skills** | * Required knowledge   + Nil * Required skills   + Nil |
| **Resource implications** | * Physical resources — assessment of this competency requires access to   + a real or simulated work environment   + appropriate documentation and resources normally used in the workplace * Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should   + be competent in this unit   + be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A |

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| **Consistency in performance** | * Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment |
| **Context for assessment** | * This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace * This unit of competence should be assessed through the observation  of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes * Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”,  any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons |

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| **KEY COMPETENCIES** | | | | | | |
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.  The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:   1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches  * **Collecting, analysing and organising information —** To follow instructions * **Communicating ideas and information —** To provide feedback to instructor as requested * **Planning and organising activities —** To involve self in activity as requested * **Working with teams and others —** Demonstrate awareness of self and others in class * **Using mathematical ideas and techniques —** To utilise equipment correctly and safely * **Solving problems —** To adjust exercise intensity as required * **Using technology —** To search for appropriate classes to attend   Please refer to the Assessment Guidelines for advice on how to use the Key Competencies. | | | | | | |